

COMMUNITY CAPACITY ASSESSMENT OF PRIMARY PREVENTION OF TEEN DATING VIOLENCE IN LOUISVILLE, KY

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INTRODUCTION

- 9.8% of teens report they “had been hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend (i.e., dating violence)” on the BRFSS (Centers for Disease Control & Prevention [CDC], 2009b, p. 6).
- A growing public health issue (CDC, n.d.a.)
- Healthy People 2020: “bullying, dating violence and sexual violence among youth” as emerging issues in Injury and Violence Prevention (HealthyPeople.gov, 2011).



(Tharp, 2012)

BACKGROUND

REVIEW OF THE LITERATURE



Defining Teen Dating Violence

- **Teen Dating Violence (TDV):** A pattern of violent behavior that someone uses against their partner to cause pain. Does not have to be physical, it can include emotional abuse and sexual violence.
- **Types**
 - Emotional
 - Physical
 - Sexual
 - Stalking
 - Electronic Aggression

FACTS OF TDV

- **1 in 4** adolescents are **victims** of teen dating violence (TDV) including verbal, emotional, physical or sexual abuse. (CDC, n.d.b)
 - Females are more likely to experience injury, report victimization& experience more fear.
- **15-40%** of adolescents report **perpetrating** violence in dating relationships (CDC, n.d.b).
 - Both boys and girls report perpetrating physical violence
 - Girls more likely to initiate episodes of violence
- **7.4%** of teens report being physically forced to have sex (CDC, 2009)

HEALTH CONSEQUENCES- SHORT TERM

- Adolescent Girls who experience physical or sexual violence, have increased risk for :
 - Substance Use
 - Unhealthy Weight Control
 - Increased Laxative / Diet Pill Use
 - Binge Drinking
 - Sexual Risk Behaviors
 - Teen Pregnancy
 - Suicidality (Silverman et al., 2011)
- Both boys and girls exposed to TDV, higher odds ratio for suicide attempt (Swahn et al., 2008)
- In an emergency pediatric setting, 21% of teen injuries were due to TDV (Carroll et al, 2011)

THE SOCIAL ECOLOGICAL MODEL (SEM)



Societal

- Social and cultural norms; health, economic, educational and social policies

Community

- Settings, such as schools, workplaces and neighborhoods, in which social relationships occur

Relationship

- social circle-peers, partners and family members

Individual

- Biological and personal history factors

PERTINENT RISK FACTORS

- Low SES
- Ethnic Minorities
- Urban inner city location
- Community Violence
- Low parental education
- Single parent family status

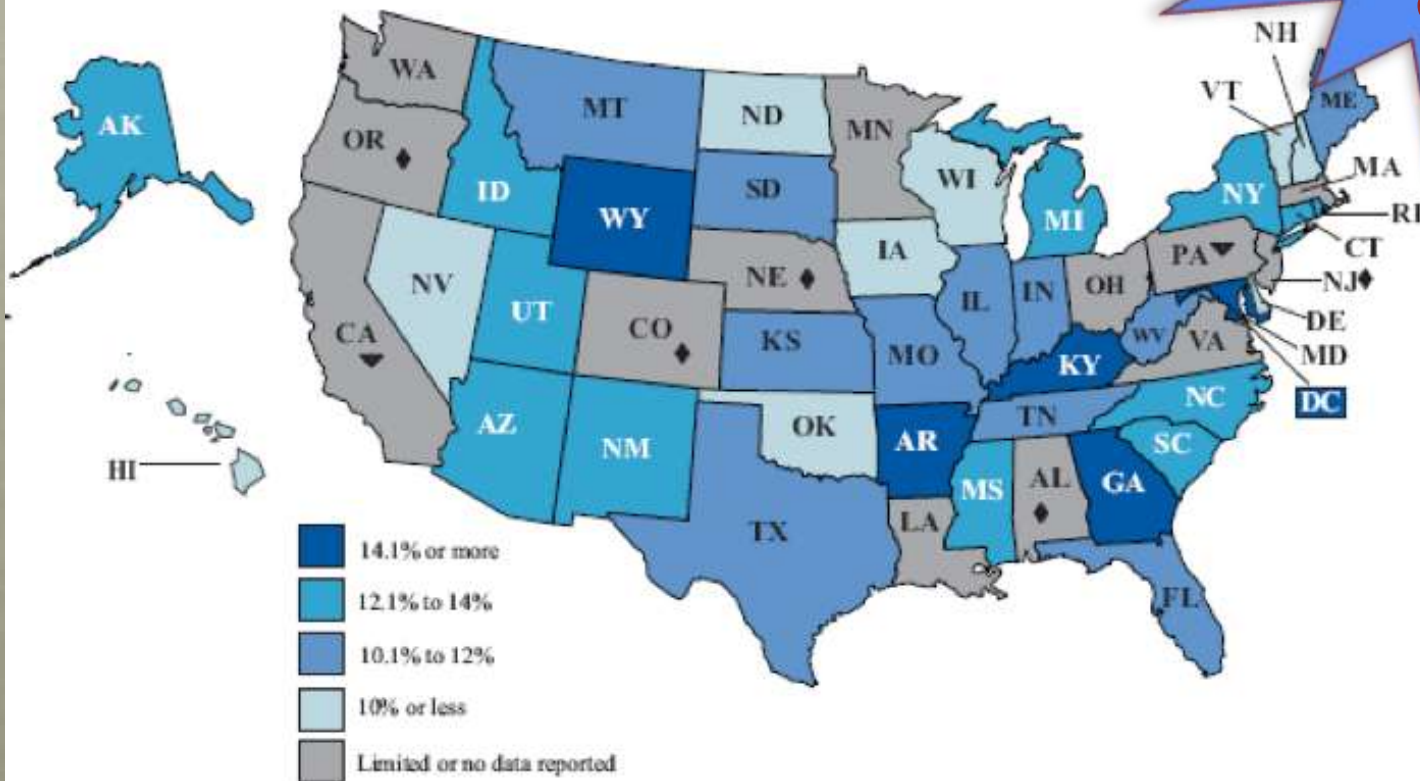
(Connolly et al., 2010; O'Keefe, 2005; Henry & Zeytinoglu, 2012)

RATIONALE FOR PROJECT

TDV IN KENTUCKY

**9.9% of KY youth
experience TDV
(YRBSS, 2009)**

Percentage of High School Students Who Experienced Dating Violence



LOUISVILLE RISK FACTORS

Poverty

- 12.7% of families live below poverty level
- 21% of Louisville children live in poverty

Ethnic Minorities

- 49% of AA youth in KY, live in Louisville
- 22% of Hispanic youth in KY, live in Louisville

Low Education

- 4% have <9th grade education

Single-Parent Families

- 45.6% of Louisville children are in single-parent households

Community Violence

- Exposure to serious crime: 54 per 100,000
- Certain neighborhoods report 106-235 per 100,000

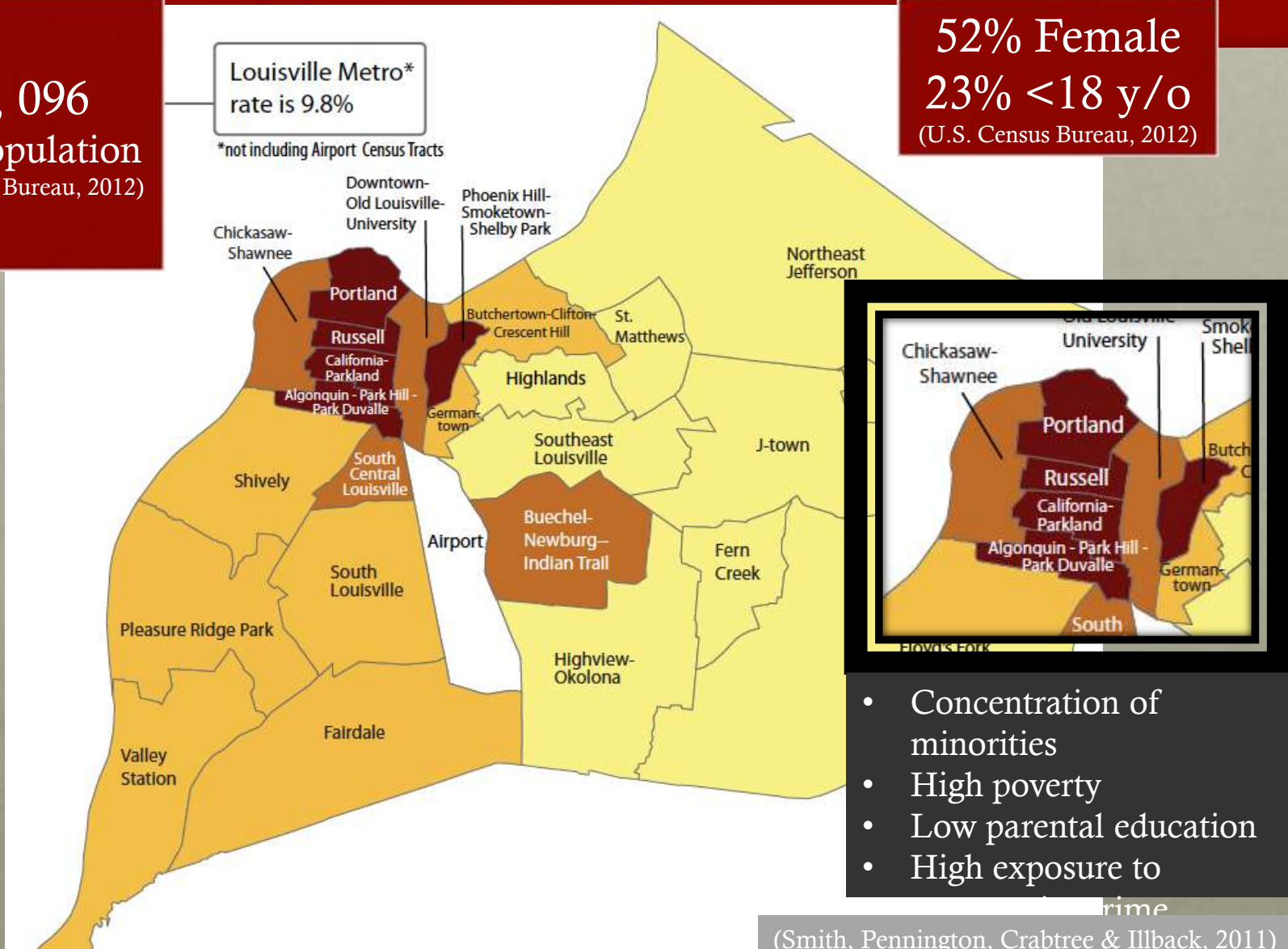
LOUISVILLE

741, 096
Total Population
(U.S. Census Bureau, 2012)

Louisville Metro*
rate is 9.8%

*not including Airport Census Tracts

52% Female
23% <18 y/o
(U.S. Census Bureau, 2012)



(Smith, Pennington, Crabtree & Illback, 2011)

NEED FOR CAPACITY ASSESSMENT

- Initial search revealed no primary prevention of TDV programs
- Louisville Metro Coalition to Prevent Teen Dating Violence (the Coalition)
 - representatives from various community organizations that are interested in or focused on domestic violence, adolescent health and youth services
 - Capacity Assessment will assist direction of efforts

OBJECTIVE

Assess the current local public health capacity for primary prevention of teen dating violence in order to identify areas of focus for implementing evidence based prevention strategies across the **individual**, **relationship**, and **community** strata of the social ecology.

METHODS

THE SOCIAL ECOLOGICAL MODEL (SEM)



Community

- Is there political support for TDV prevention?
- Does the School System support prevention?
- How does the Public Health system support prevention?

Relationship

- Are parents informed and engaged on the issue?
- Are educators informed and engaged?
- Are youth service organizations informed and engaged?
- Do teens know how to support their peers to prevent TDV?

Individual

- Are evidence-based curriculum programs being implemented?
- Are there programs that build skills and improve attitudes about health relationships?

FRAMEWORK FOR ANALYSIS

Six Key Capacity Areas

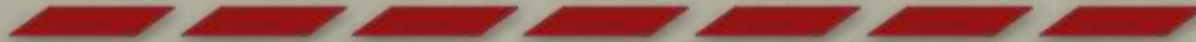
- *Commitment to TDV Prevention*
- *Partnerships*
- *Planning & Evaluation*
- *Policy & Advocacy*
- *Education & Technical Assistance*
- *Surveillance & Data Systems*

DATA COLLECTION

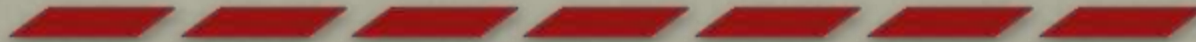
Informal Observation



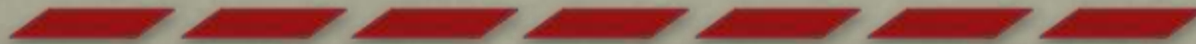
Secondary Data Analysis



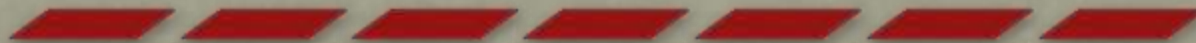
Key Informant Interviews



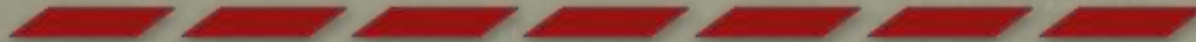
Organizational Assessment



Panel Discussion



Peer Expert Community Forum



RESULTS

INFORMAL OBSERVATION

Green Dot Training

- CDC funded research
- Bystander intervention
- Increase positive attitudes
- Skills to intervene
- Louisville's Atherton High School is an experimental group
- Trained by CWF staff

Observation Results

- 18 Juniors and Seniors
- Witnessed TDV, including a few incidences at the school.
- More confident to intervene as a bystander after the training.

SECONDARY DATA ANALYSIS

THE LOUISVILLE COALITION TO PREVENT TEEN DATING VIOLENCE STRATEGIC PLAN

- Derived from Strategic Planning Brainstorming Sessions
- 68 Partners- neighborhood, city, state and national organizations
- 40 identified missing partners
 - Teens
 - Parents
 - Healthcare Providers
 - Law enforcement
- 24 Organizations conduct or receive training on the issue

PREVENT INSTITUTE YOUTH DATING ABUSE COMMUNITY NEEDS ASSESSMENT

- In 2005, five members from various community organizations developed a collaborative partnership to develop a Community Needs Assessment of “Youth Dating Abuse”
- No legislation or policies that are specified to prevent teen dating violence.
- Data collection on TDV extremely limited at the local and state level

CENTER FOR WOMEN AND FAMILIES (CWF) GRANT OUTCOMES

- 2 year grant to conduct needs/asset assessment
- Methods : focus groups, key informant interviews, town hall meeting, surveys, asset mapping, secondary data analysis
- Community members perceive lack of commitment and resources in the community to prevent TDV
- Key informants expressed serious concern about prevalence
- Outcome: PACT in Action Project
 - Funded and initiating implementation
 - Purpose: Achieve a 10% reduction in the incidence of domestic violence involving adults and youth per year by the year 2020

JEFFERSON COUNTY PUBLIC SCHOOL CSS

- Comprehensive School Survey (CSS)
- Students, parents and staff complete annually
- Does not assess TDV, but assesses bullying and safety:
 1. My school provides a safe and secure environment.
 2. At my school, I feel verbal bullying is not a problem.
 3. At my school, I feel physical bullying is not a problem.
 4. At my school, I feel Internet bullying is not a problem.
 5. Community Assets Assessment to prepare for Green Dot Training Intervention

ATHERTON HIGH SCHOOL ASSESSMENT

- Community Assets Assessment to prepare for Green Dot Training Intervention
- Identified 16 programs that target violence prevention
- 22 general and specific places that teens congregate as sites for intervention or surveillance



KEY INFORMANT INTERVIEWS



KEY INFORMANT INTERVIEWS

Rebecca K.
DeJarnatt,
February 17,
2012

Administrator,
Louisville Metro
Office of Youth
Development

Coordination of
youth services that
provide education
and life-skills
training and
mentorship

Representative,
February 28,
2012 (phone
interview)

Domestic Violence
Coordinator,
Louisville Metro
Police Department

Community
Outreach program

KEY INFORMANT INTERVIEWS

Jackie
McComb

March 1,
2012

Project Director,
Portland Now
Prevention
Partnership

Adolescent substance-abuse
prevention project

Expert on Social Marketing
Approach to Prevention with
Adolescents

Safe Dates Curriculum, bought but
not implemented with youth

Kathy
Paulin &
Dina
Bartlett
March 1,
2012

Consultant &
Program
Director, Mary
Byron Project

Grants for Innovative Solutions of
IPV prevention

Scholars Program

Legislative Lobbying

KEY INFORMANT INTERVIEWS

Lora
Reinhardt,
March 6,
2012

Teen Initiatives
Coordinator,
Louisville Metro
Public Health &
Wellness

Community outreach
to schools &
organizations

“Healthy
Relationships”
presentation

Jackie
Wisman,
March 15,
2012

Director, Safe and
Drug Free
Schools, JCPS

Provide support and
initiatives to provide a
safe, drug-free learning
environment

KEY RESULTS FROM INTERVIEWS

- Most informants could not specify any Primary Prevention Initiatives in the community
- TDV is not handled or reportedly as distinct from DV cases with the LMPD
- Varying levels of understanding about the issue and emphasis among the key informants
 - Mary Byron Project representatives emphasize prevalence and future direction
 - JCPS, LMPD, & LMPHW do not treat as distinct issue and

KEY RESULTS FROM INTERVIEWS

- Suggested Strategies for implementing primary prevention
 - Private School System
 - JCPS Family & Youth Resource Centers
 - Peer leadership programs
- Policy & Legislation
 - No1@Risk, coalition to lobby for passage of IPV legislation
 - Recommend changing School Policy
- Opportunities
 - New Director of LMPHW, open to new initiatives
 - Annual Survey to educators
- Barriers
 - Funding
 - Staff

ORGANIZATIONAL ASSESSMENT

- Queried all youth serving organizations on the OYD listserve (approximately 50) to answer the following questions via email

Questions	Responses
1.What is the name of your organization? Do you have a website?	N=5 <ul style="list-style-type: none">Berrytown Family YMCA“Striving Toward Achievement Realization” youth peer mentoring programThe Lighthouse Community CenterAmericanaYouth Build Louisville
2. Does your organization have an organized Teen Dating violence prevention or awareness program?	None of the respondents had a formal program
3. Has your organization ever presented information to youth on the topic of teen dating violence?	Two organizations had presented information to teens in the past.
4. Are individuals in your organization provided training on how to address this issue? If not, would you like training?	<ul style="list-style-type: none">All of the organizations confirmed they would like to receive training

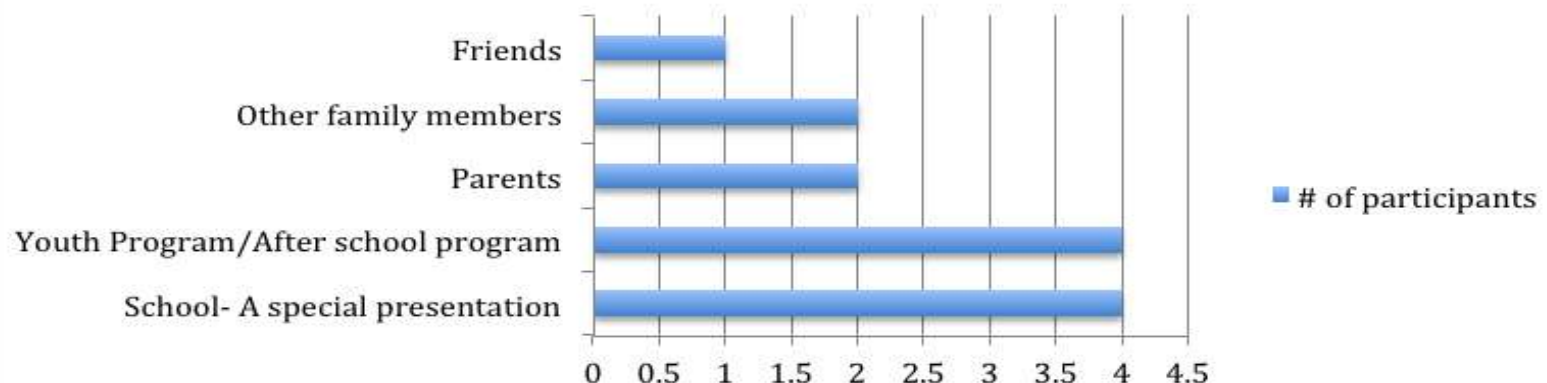
PANEL DISCUSSION WITH COALITION MEMBERS

- Panel members preferred to survey teens over other stakeholders (parents, educators, youth workers, etc).
- Panel members were most interested in behaviors over knowledge, attitudes and self-efficacy.
- Behaviors that were of priority interest included physical abuse, abuse conducted via social networking sites, reproductive coercion and control.
- Panel members were interested to know if teens know of community resources for victims and perpetrators of TDV.
- Some expressed interest in screening in health care and school settings.

COMMUNITY FORUM WITH PEER EXPERTS

Demographics	
Age	# of Participants
12	1
14	1
15	3
16	3
Gender	
Female	4
Male	4

Where have you learned about TDV?



DISCUSSION

COMMITMENT

Strengths

Organized PTDV

Defined strategic plan.

P.A.C.T. initiative was established and funded for three years.

Needs

Legislation to protect teens in violent relationships.

Public health department and the public schools have no initiatives.

Resources available to teens

Community members do not believe their communities to be committed to the issue of TDV.

PARTNERSHIPS

Strengths

Coalition consist of members from 14 organizations

68 specific partners identified as potential partners

16 programs that community members identify as working on prevention

The OYD has a strong network

Needs

JCPS leadership

LMPHW leadership

Teens

Healthcare workers

Parents

Law Enforcement

PLANNING & EVALUATION

Strengths

Coalition 5-year Strategic Plan

Evidence-based programs that could be implemented have been identified

PACT Program

Green Dot Program

Needs

Lack of evaluation expertise

Define what to measure

Assessments have been conducted without follow-through

POLICY AND ADVOCACY

Strengths

Focused effort by Mary
Byron Project

Increased community
interest due to
No1@Risk interest
group

Needs

Lack of policy and
funds to support school-
based prevention
programming

Lack of policy and
funds for surveillance
data collection

EDUCATION AND TECHNICAL ASSISTANCE

Strengths

CWF Outreach
department

LMPWH Teen Initiative
Rep trains educators

Needs

Increased awareness of
community on resouces

Increase training of
youth organizations

Engage JCPS to increase
training of educators

SURVEILLANCE & DATA SYSTEMS

Strengths

JCPS CSS is an ideal opportunity to gather data

Peer experts & AHS assessment identified ideal locations to survey teens

Needs

Data collection methods at the local level

Central repository for data when collected

Formalized dissemination plan

STRENGTHS & LIMITATIONS OF PROJECT

- Strengths
 - Broad spectrum of data collection
 - Focusing on both qualitative and quantitative data
 - Interviews, panel discussions, and community forum allowed for new insights and ideas
 - Analysis by capacity areas highlights future recommendations
- Limitations
 - Lack of time to gather more information
 - Limited feedback from teens and youth serving organizations

GENERALIZABILITY

- The Capacity Assessment framework is an applicable model to highlight strengths and needs across various issues.
- Data collected spanned both the urban and suburban areas of Louisville.
- Data collection captured information about the issue across the socioeconomic continuum.

IMPLICATIONS

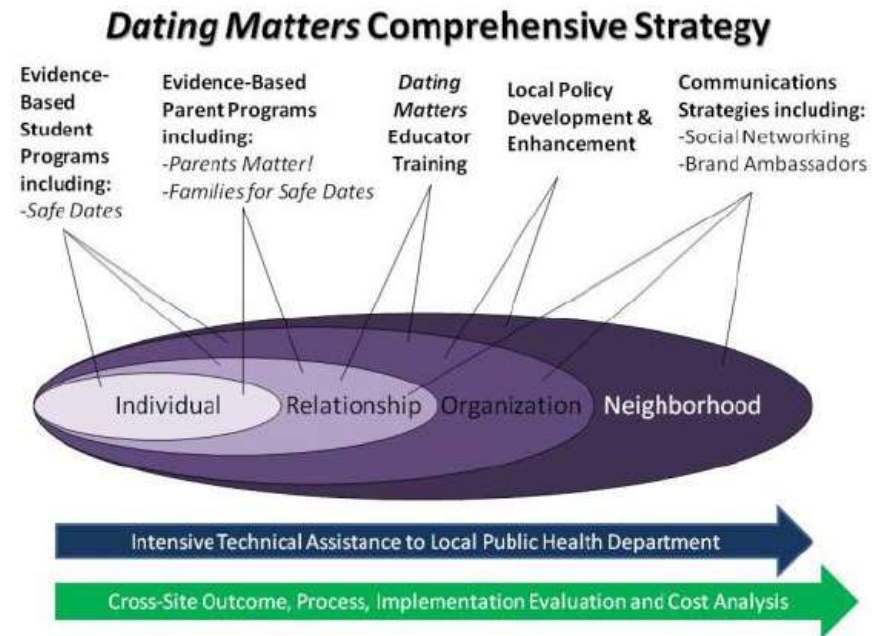
RELATIONSHIP TO INTERNSHIP EXPERIENCE

- Increased collaboration between the Office for Women and other partners
- Increased collaboration between the CWF and other partners, specifically JCPS
- Increased community awareness through the OFW newsletter articles.
- Working with the OFW allowed opportunity to develop understanding of policy change and legislative process.

CONTRIBUTION TO PUBLIC HEALTH

CDC'S DATING MATTERS

- Develop, implement, and evaluate a comprehensive approach
- Build local public health capacity
- Identify and validate community level indicators



CONTRIBUTION TO PUBLIC HEALTH

- This project contributes to understanding community readiness for a comprehensive strategy, such as the *Dating Matters* initiative.
- Information can be utilized in grant requests
- Highlights organizational and environmental supports needed to improve the community's capacity to respond to TDV.
- Assist Coalition members to define roles and activities within their strategic goals and objectives.

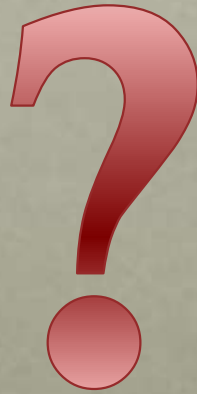
MPH COMPETENCIES

- Monitoring health status to identify and solve community health problems
- Diagnosing and investigating health problems and health hazards in the community using an ecological framework.
- Informing, educating, and empowering people about health issues
- Mobilizing community partnerships and action to identify and solve health problems.
- Developing policies and plans that support individual and community health efforts
- Using laws and regulations that protect health and ensure safety
- Evaluating effectiveness, accessibility, and quality of personal and population-based health services.
- Conducting research for new insights and innovative solutions to health problems.
- Communicating effectively with public health constituencies in oral and written forms.

CONCENTRATION COMPETENCIES

- Describe and apply the social ecological framework to public health problems
- Understand and apply the principles of community participation in public health interventions.
- Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.
- Demonstrate communication skills key to public health workforce participation and advocacy.
- Identify, retrieve, summarize, manage and communicate public health information.
- Monitor and evaluate programs for their effectiveness and quality.

QUESTIONS



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